

2022

MICHIGAN SCHOOL INDEX SYSTEM GUIDE



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Introduction

This guide is meant to provide a detailed look at the Michigan School Index System, which was developed to comply with the school accountability requirements set out in the federal Every Student Succeeds Act of 2015 (ESSA). ESSA replaced the federal No Child Left Behind (NCLB) Act and directed states to develop accountability systems to help provide all children with the significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

In the last 20 years school accountability has gone from the dichotomous and prescriptive system of Adequate Yearly Progress (AYP) under NCLB to less-prescriptive systems focused on closing achievement gaps. Today there are familiar requirements and components with much more flexibility to develop a system that provides a more state-directed approach and fit. The information provided now is contained in the Parent Dashboard for School Transparency and the Michigan School Index System.

■ Parent Dashboard vs. School Index System – Why Both?

The Michigan [MI School Data Parent Dashboard for School Transparency](http://www.mischooldata.org/parent-landing-page/), (www.mischooldata.org/parent-landing-page/) reports a holistic, data-driven story of what is happening in Michigan's local schools for other caregiver audiences. The Parent Dashboard allows users to choose, see, and understand the school performance factors most important to them from a variety of factors. The Michigan Parent Dashboard for School Transparency was developed for parents, with help from parents, and includes many school

factors above and beyond what is required under state and federal reporting laws. Where possible, it provides not only a chosen school's data, but also the average of similar (peer) schools and the statewide average to help place school performance data in greater context for parents.

In contrast, the Michigan School Index System serves to fulfill the federal requirements under ESSA for a statewide system to identify schools in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) and is directed toward educators and stakeholders for the purposes of school improvement and program evaluation. MDE uses the results of the Michigan School Index System to determine the appropriate level of support given to districts and schools statewide. The Michigan School Index System balances numerous state and federal legal requirements, policies, and ideals. The system also balances accuracy and simplicity while still providing valid and reliable results.

■ Making Michigan a Top 10 Education State – Michigan's Top 10 Strategic Education Plan

The Michigan School Index System supports the principles and goals of MDE's Top 10 Strategic Education Plan. The plan was updated and approved by Michigan's State Board of Education in August 2020. Michigan's Top 10 Strategic Education Plan aims to provide focused direction to Michigan's education community in support of all learners. It is designed to concentrate energy and resources, to strengthen operations, and to set success measures to ensure that all stakeholders are working together toward common education goals.



The School Index specifically supports the following Top 10 Strategic Education plan goals:

Top 10 Goal	School Index System Support
Improve early literacy achievement	The proficiency component aggregates student proficiency across assessments, grades and content areas, and the growth component aggregates the percent of students meeting adequate growth across assessments, grades, and content areas.
Improve the health, safety, and wellness of all learners	The on-track attendance subcomponent illuminates student groups and schools that have a high prevalence of chronically absent students.
Expand secondary learning opportunities for all students	The advanced coursework subcomponent reports successful completion of advanced coursework geared toward career and/or college preparation, such as Advanced Placement (AP) programs, Early Middle College (EMC) programs, Career Technical Education (CTE) programs, International Baccalaureate (IB) programs and Dual Enrollment (DE) programs.
Increase the percentage of all students who graduate from high school	The graduation rate component reports four-, five- and six-year graduation rates.
Increase the percentage of adults with a post-secondary credential	The postsecondary enrollment subcomponent measures the percent of students enrolling in postsecondary institutions within 12 months after graduation.

What's New

- The Michigan School Index System commenced with 2016-2017 school year accountability results and remained largely unchanged through 2018-19 school year accountability results. There were no 2019-20 and 2020-21 School Index accountability results due to the COVID pandemic, which resulted in waivers for federal accountability requirements. The 2021-22 Index accountability results will be fully run, as in the years preceding the pandemic.
- Growth calculations were impacted by the COVID pandemic and its accountability waivers. Growth will only be available for schools enrolling students in grades six and up for M-STEP, PSAT 8/9, SAT, and MI-ACCESS, and grades three and up for WIDA-ACCESS.

Michigan School Index System

Overview of School Index

The Michigan School Index System is comprised of seven components. The components were selected based on ESSA requirements, stakeholder input, public feedback, and consideration of best practices for school accountability reporting among states and education data nationwide. The

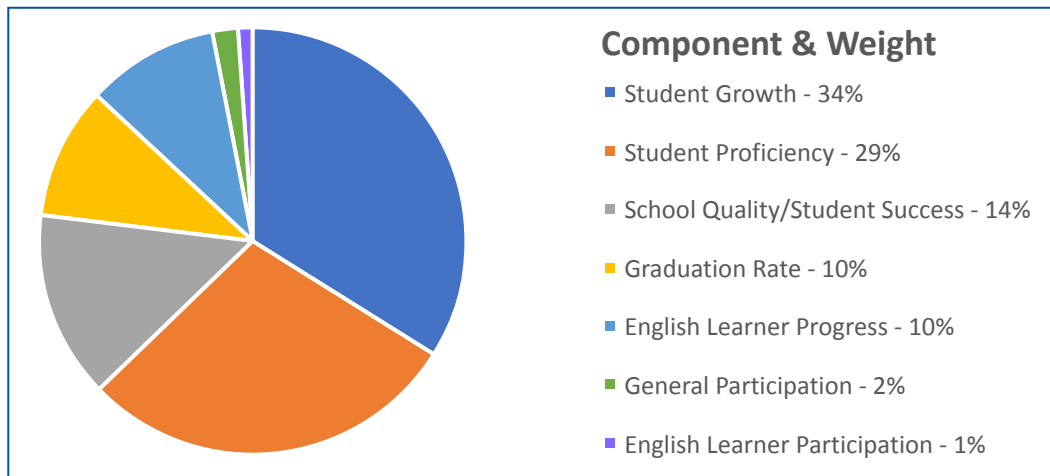
components were weighted to combine results into an overall 0-100-point index for each school.

The table below lists each component, provides a basic description of that component, and gives the weight the component contributes to the overall index.

Component	Description	Weight in Overall School Index Value
Student Growth	Students meeting or exceeding adequate growth expectations	34%
Student Proficiency	Students achieving at or above a level indicating they are on-track for college- and career-readiness	29%
School Quality/ Student Success	<p>This component is a combination of up to five subcomponents, each described below:</p> <ul style="list-style-type: none"> • K-12 Percent Not Chronically Absent (students with on-track attendance) • K-8 student access to arts/physical education • K-8 student access to librarians/media specialists • 11/12 Advanced Coursework (students completing advanced coursework through Advanced Placement, International Baccalaureate, Early/Middle College, dual enrollment pathways) • Career and Technical Education (CTE) • Post-Secondary Enrollment (students enrolling in postsecondary institutions within 12 months of graduation) 	14%
Graduation Rate	Students graduating with a high school diploma within 4, 5, or 6 years	10%
English Learner Progress	Students achieving at or above a level indicating they have met or exceeded adequate growth expectations toward English language proficiency or are proficient in the English language	10%
General Participation	Students participating in state assessments for the summative content area tests	2%
English Learner Participation	Students participating in state assessments for the English language proficiency assessment	1%



The graphic below shows the weight each component contributes to the overall index.



Schools receive an overall index value based on the areas for which they have data, as well as index values for each individual area and student subgroup. Schools without enough students/data may have some components excluded from their overall index value. For example, an elementary school will not have a graduation rate component. Schools missing components will have weights from those missing components redistributed proportionally to the remaining components.

Individual components are covered in technical detail in separate business rules documents. Technical business rules can be found on the [MDE Accountability website](http://www.mi.gov/mde-accountability) (www.mi.gov/mde-accountability).

■ Fundamental Accountability Concepts

The following concepts are integral to understanding the Michigan School Index System and general school accountability results reporting practices.

0-100 Point Percent of Target Met

The index system moves away from a binary met/not met status when considering whether schools have met component targets. Instead, a percent of target met concept is used to determine to what degree a school has met targets. This approach

allows for a more detailed view of a school's performance, relative to targets. For example, in Assessment Participation the target is 95 percent. Under the previous systems, a school with 94% received a status of "Not Met" and zero points. Under the School Index, a school's actual value of 94% is divided by the target value 95% to get a participation index of 98.95 (94/95).

Full Academic Year (FAY) Student Status

To ensure the data represent the programmatic needs of students in the building, only students enrolled for a Full Academic Year (FAY) are included in the assessment components (Proficiency, Growth, and English Learner Progress). FAY is defined as students reported as enrolled in the school at the Fall General Collection, the Spring General Collection, and at the enrollment snapshot for the given assessment. Students not present in all three snapshots are not FAY. All information for determining FAY will come from the Michigan Student Data System (MSDS). For more information on FAY, please refer to the document "[Full Academic Year Business Rules](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/General/Full-Academic-Year-Business-Rules.pdf)" (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/General/Full-Academic-Year-Business-Rules.pdf).

Grades and Assessments Included

The accountability system includes students enrolled within assessed grades for the assessment programs and content areas indicated in the table below. For the M-STEP, MI-Access, and SAT, these grades include 3-8 and 11. Students reported as English Learners enrolled in grades K-12 are included in the English Learner Progress and Participation components.

Area Assessed	Grades Assessed	Assessment Program
English Language Arts	3-8, 11*	M-STEP, MI-Access, PSAT 8/9, SAT
Mathematics	3-8, 11*	M-STEP, MI-Access, PSAT 8/9, SAT
Science	4, 7, 11*	M-STEP, MI-Access
Social Studies	5, 8, 11*	M-STEP, MI-Access
English Language Proficiency	K-12	WIDA ACCESS, WIDA Alternate ACCESS

*12th grade students are counted in accountability calculations if they were not counted in grade 11.

Please note that PSAT 9, PSAT 10, and ACT WorkKeys assessment results are not included in Michigan School Index System calculations.

Student Residency Status

Students reported in state systems as having a student residency setting of homeschooled or as private/nonpublic are excluded from the student-level data and system components used in the computation of the Michigan School Index System.

Minimum Student Counts (N-Size)

For the index system, only subgroups with 30 or more students are included in index calculations. Subgroups with 10-29 students will have

information displayed but will not be included in index calculations. Subgroups with fewer than 10 students will not have information displayed nor will they be included in index calculations. The “Bottom 30%” subgroup is displayed only for reporting purposes and is not included in index calculations.

All schools are required to be included in the accountability system regardless of enrollment size, so a lower student count is used for the “All Students Group.” The following table gives the minimum n-size required by each component to provide the student group an index calculation for that component.



Component	All Students Group Minimum Count of Students (N-Size) to be Included in Index Calculations	Demographic Subgroup Minimum Count of Students (N-Size) to be Included in Index Calculations
Student Growth	1	30
Student Proficiency	1	30
School Quality/Student Success	10	30
Graduation Rates	10	30
English Learner Progress	30	N/A
General Participation	30	30
English Learner Participation	30	30

Equal weighting of Student Groups

Subgroups are weighted equally in calculating component index values. This aligns with Michigan’s Top 10 goals and is consistent with past systems (AYP and scorecards).

Student Groups

The accountability system includes eleven student groups: All Students, American Indian or Alaska Native, Asian, Black or African American, Economically Disadvantaged, English Learners, Hispanic of Any Race, Native Hawaiian or Other Pacific Islander, Students with Disabilities, Two or More Races, and White. In addition, Bottom 30% is displayed in accountability results but not included in index calculations.

Types of Averages

The accountability system uses both simple and weighted averages when aggregating the multiple content areas, graduation cohorts, student groups, subcomponents, and components at different points in the process.

Weighted averages are used when the elements being combined are valued to differing degrees

by policy makers. For example, components that include assessed content areas (Proficiency, Growth, and Participation) combine content area results by weighting them by the number of student records within the content area to get a weighted value for each student group. This is both appropriate and fair since it ensures that a content area counts proportionally to the number of records from which it is comprised. The accountability system uses weighted averages to combine performance values across different content areas, multiple graduation cohort years, subcomponents (in the case of school quality/student success), and across the top level key system components as well.

Simple, or unweighted, averages are used when all the elements being combined are valued equally. For example, student groups are always combined using simple unweighted averages. This is to ensure all students and the groups to which they belong receive equitable attention within the accountability system and to avoid replicating copies of the school’s “All Students” group.



Sending Scores Back for Shared Educational Entities

The 2021-22 School Index results incorporate the Sending Scores Back Program for Shared Educational Entities (SEEs) and Specialized Shared Educational Entities (S2E2s). As part of the Sending Scores Back Program, SEEs and S2E2s for accountability do not receive School Index; instead, the students that attend a SEE or S2E2 classroom program are “sent back” and included in the School Index calculations of their home/sending school. The home/sending school is known as the “Building Pupil Would Otherwise Attend” and is a characteristic that was reported in the MSDS beginning in spring 2019. Students who had this characteristic reported are included in the calculations for the building that was indicated within. The following components of the School Index system include students “sent back” for districts operating or participating in a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2):

- Growth
- Proficiency
- English Learner Progress
- General Participation
- English Learner Participation
- Graduation Rates
- On-Track Attendance

Please note that some schools report the “Building Pupil Would Otherwise Attend” to be the SEE school itself. When this occurs, the SEE school receives a School Index report with assessment-related components based only on the students whose “Building Pupil Would Otherwise Attend” characteristic was indicated to be the SEE school.

System Components

Growth Component

The growth component accounts for a base 34 percent of the overall index and aggregates the percent of students meeting adequate growth across assessments, grades, and content areas. The data in this component is sourced from the 2021-22 school year.

Adequate growth is a metric describing the percent of students on a path to becoming proficient or maintaining proficiency, within a specific timeframe. It is measured by the percent of students who either (1) have a growth score at or above their growth target OR (2) have moved from being non-proficient to being proficient.

Michigan’s growth score measure is the Student Growth Percentile (SGP), which describes a student’s learning over time compared to other students with similar prior achievement scores (scale scores). SGPs range from 0 to 99 and indicate what percent of similar students had lower growth than that student. The average SGP is 50.

Michigan’s growth target measure is the Adequate Growth Percentile (AGP), which describes how much growth a student needs to consistently attain to be on a path to reach or to maintain, proficiency within a set timeframe. AGPs range from 0 to 99 and indicate what growth score (SGP) a student needs to reach to count as “met adequate growth.”

AGPs are set based on specific timeframes that describe the amount of time the AGP model shows the student is expected to take to grow to proficiency. Growth timeframes vary between 1-3 years and are based on the average time students with similar previous scores took to reach proficiency. The maximum of three years is based on limitations of data and not a policy determination.



The growth component includes data from the mathematics and English language arts content areas of the PSAT 8/9, SAT and the following state assessments in grades 6-8 and 11:

- M-STEP
- MI-Access Functional Independence (FI)

The assessments of MI-Access Supported Independence (SI) and Participation (P) are not included because growth scores cannot be calculated for them due to the small number of students taking those assessments. Grade 3-5 assessment results are not included as those students only have the current assessment score (i.e., no prior state assessment score), and so a growth score cannot be calculated for grade 3 students. The content areas of Science and Social

Studies are not included as the United States Education Department (USED) has determined ESSA does not allow the inclusion of anything but mathematics and ELA in the growth component.

To emphasize the importance of assessing at least 95 percent of students, schools with participation rates below 95 percent will have their growth rates adjusted (multiplied by participation rate). An example of this is shown in the table below. The sample group of white students is the only one showing a growth participation rate (i.e., Percent FAY Growth Expected) of 90 percent. Therefore, their Percent Meeting Adequate Growth Rate is multiplied by their growth participation rate to get their Participation Adjusted Adequate Growth rate of 45 (90% x 50).

Example Growth Component Participation Adjustment

Student Group	% FAY Growth Expected	% Meeting Adequate Growth	Participation Adjusted Adequate Growth	% Target Met Adequate Growth (Target 50.70)
All Students	96%	50%	50%	100.00%
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Black or African American	96%	50%	50%	100.00%
Hispanic Or Latino	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White	90%	50%	45%	90.18 %



Student Group	% FAY Growth Expected	% Meeting Adequate Growth	Participation Adjusted Adequate Growth	% Target Met Adequate Growth (Target 50.70)
Economically Disadvantaged	95%	50%	50%	100.00%
English Learners	-	-	-	-
Students with Disabilities	96%	50%	50%	100.00%

Proficiency Component

The proficiency component accounts for a base 29 percent of the overall index and aggregates student proficiency across assessments, grades, and content areas. The data in this component is sourced from the 2021-22 school year.

The proficiency component includes data from the mathematics and English language arts content areas of the PSAT 8/9, SAT, M-STEP, and MI-Access state assessments in grades 3-8 and 11/12.

Grade 12 students are included if they were not previously included in grade 11 reporting. Due to federal accountability waivers in 2019-20 and 2020-21, Grade 12 students are not included in any 2021-22 accountability calculations. The content

areas of science and social studies are not included as the USED has determined ESSA does not allow the inclusion of anything but mathematics and ELA in the proficiency component.

To emphasize the importance of assessing at least 95 percent of students, schools with participation rates below 95 percent will have their proficiency rates adjusted (multiplied by the participation rate). An example of this is shown in the following table. The sample group of economically disadvantaged students is the only one showing a participation rate (i.e., Percent FAY Tested) of 90 percent. Therefore, their Percent Proficient Rate is multiplied by their participation rate to get their Participation Adjusted Proficiency rate of 45 (90% x 50).



Example Proficiency Component Rates

Student Group	% FAY Tested	% Proficient	Participation Adjusted Proficiency	% Target Met Proficiency (Target 60.00)
All Students	96%	50%	50%	83.33%
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Black or African American	96%	50%	50%	83.33%
Hispanic Or Latino	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White	96%	50%	50%	83.33%
Economically Disadvantaged	90%	50%	45%	75.00%
English Learners	-	-	-	-
Students with Disabilities	96%	50%	50%	83.33%

School Quality & Student Success Component

The School Quality & Student Success component accounts for a base 14 percent of the overall index and aggregates data from five subcomponents.

School Quality & Student Success is a new accountability system concept under ESSA. Michigan’s accountability system is using five subcomponents within this component to represent school quality/student success. The subcomponents used are dependent on the school’s grade configuration.

Schools with 11th and/or 12th Grades:

- Not Chronically Absent Students
- 11-12 Advanced Coursework: AP/IB/Dual Enrollment/CTE Program Completer
- Postsecondary Enrollment

Schools without 11th and/or 12th Grades:

- Not Chronically Absent Students
- Access to Arts/Physical Education
- Access to a Librarian/Media Specialist

The individual subcomponent weightings and targets

School Quality & Student Success Subcomponent	Weight in Overall System	Subcomponent Target
K-12 On-Track Attendance (Not Chronically Absent)	4%	92.37% Not Chronically Absent
K-8 Access to Arts/Physical Education	4%	145 Students : FTE
K-8 Access to Librarians/Media Specialists	1%	8312.5 Students : FTE
11-12 Advanced Coursework	3%	49.85% Successfully Completing
Postsecondary Enrollment	2%	74.10% Enrolled within 12 Months



■ School Quality/Student Success

Subcomponents

On-Track Attendance

The On-Track Attendance subcomponent accounts for a base 4 percent of the overall index and is intended to illuminate student groups and schools that have a high prevalence of chronically absent students. An indication of high K-12 chronic absence rate can help drive improvement discussions and encourage schools and communities to work together to address the factors that lead to poor student attendance. The data in this component is sourced from the 2021-22 school year.

Students are defined as chronically absent if they have a cumulative enrollment of at least 10 days and have missed more than 10 percent of their scheduled days. This definition is used to calculate the percent of students NOT chronically absent. That rate is converted to an index by taking the percent not chronically absent and dividing by the subcomponent target. For example, a school having 90 percent of their students not chronically absent would receive an index of 97.43 (90/92.37).

K-8 Access to Arts/ Physical Education

The K-8 Access to Arts/Physical Education subcomponent accounts for a base 4 percent of the overall index and indicates student access to the arts and physical education staff. The data in this component is sourced from the 2021-22 End of Year Registry of Educational Personnel data collection.

Full-time equivalency (FTE) values are used to compute a ratio of students to staff employed in the fine arts (dance, music, theater or performance, and visual arts) and physical education (health, physical education, recreation, and sex education). The subcomponent index is then calculated by taking the subcomponent target ratio and dividing it by the schools achieved ratio. For example, a school with a 200 students: FTE ratio would have an index of 72.5 (145/200).

K-8 Access to a Librarian/Media Specialist

The K-8 Access to Librarian/Media Specialist subcomponent accounts for a base 1 percent of the overall index and indicates student access to librarians and media specialists. The data in this component is sourced from the 2021-22 End of Year Registry of Educational Personnel data collection.

Full-time equivalency (FTE) values are used to compute a ratio of students to staff employed as librarians or media specialists. The subcomponent index is then calculated by taking the subcomponent target ratio and dividing it by the schools achieved ratio. For example, a school with 200 students: FTE ratio would have an index of 72.5 (145/200).

11-12 Advanced Coursework

The advanced coursework subcomponent accounts for a base 3 percent of the overall index and is a measure of the percent of grades 11-12 students successfully completing advanced coursework geared toward career and/or college preparation (i.e., Dual Enrollment [dual], Early Middle College [EMC], Career and Technical Education [CTE] Program Completer, Advanced Placement [AP], and International Baccalaureate [IB] courses). Due to varying data system timelines in each of the many sources for this metric, the data in this component is sourced from the 2020-21 school year.

Students are counted as completing advanced coursework if they meet all the following criteria:

1. Enrolled in grade 11 or 12
2. Reported as successfully completing any one or more of the advanced coursework types (dual, EMC, CTE, AP, or IB) in any of the following systems:
 - a. Michigan Student Data System (MSDS) Teacher-Student Data Link (TSDL) collection
 - b. Student Transcript and Academic Record Repository (STARR) collection

c. Career and Technical Education Information System (CTEIS)

The advanced coursework subcomponent calculates the percent of grade 11-12 students who have been reported as successfully completing one or more advanced courses. That percentage is converted to an index by dividing the percent completing advanced coursework by the subcomponent target. For example, a school having 45 percent of their grades 11-12 students completing advanced coursework would receive an index of 90.33 (45/49.82).

Postsecondary Enrollment

The postsecondary enrollment subcomponent accounts for a base 2 percent of the overall index and measures the percent of students enrolling in postsecondary institutions within 12 months after graduation. Due to varying data system timelines and the natural timeline for the maturity of this metric, the data in this component is sourced from the 2019-20 school year.

This component uses the data collected by the Center for Educational Performance and Information (CEPI) and reported in their Postsecondary Outcomes by High School Report. This report counts a student as enrolling in postsecondary enrollment within 12 months after graduation if all the following criteria are met:

1. The student has graduated by earning a high school diploma
2. There is a matching record in Michigan's Student Transcript and Academic Record Repository (STARR) collection or national college enrollment data from the National Student Clearinghouse (NCS) showing the student has enrolled in a 2- or 4-year institution of higher learning
 - a. Please note, most, but not all, colleges and universities provide data to NSC

3. The enrollment must be at least 6 months but no more than 12 months after graduation

The postsecondary enrollment subcomponent calculates the percent of graduates enrolling in postsecondary institutions. That percentage is converted to an index by dividing the percent of graduates enrolling in postsecondary institutions by the subcomponent target. For example, a school having 50 percent of their graduates enrolling in postsecondary institutions would receive an index of 67.48 (50/ 4.10).

Graduation Rate Component

The graduation rate component accounts for a base 10 percent of the overall index and uses the same adjusted cohort calculation used in previous accountability systems (required under ESSA). Four-, five-, and six-year rates are calculated and used in determining an overall graduation rate for the school. The data in this component is sourced from the 2020-21 school year.

- **Four-year cohort** graduation rates represent the percent of students graduating on-track within 4 years of first entering high school.
- **Five-year cohort** graduation rates indicate the percent of students graduating on-track or off-track within 5 years of first entering high school. Early/middle college students successfully graduating with high school diplomas and early college certificates of completion/ associates degrees within 5 years are considered on-time graduates.
- **Six-year cohort** graduation rates indicate the percent of students graduating on-track or off-track within 6 years of first entering high school.



An index is calculated separately for each graduation cohort. Then, cohort indices are combined by using the weights in the following table. The weights of missing cohorts are redistributed proportionately among the remaining cohorts.

Graduation Rate Cohort	Weight in Graduation Rate Component
Four-Year Cohort	50%
Five-Year Cohort	30%
Six-Year Cohort	20%

English Learner (EL) Progress Component

The English Learner (EL) progress component accounts for a base 10 percent of the overall index and aggregates the percent of English Learner (EL) students showing progress toward acquiring proficiency in English. The data in this component is sourced from the 2021-22 school year.

EL Progress is a new component of the accountability system under ESSA. Previously under NCLB and ESEA flexibility, EL progress was monitored through a separate accountability system (AMAOs - Annual Measurable Achievement Objectives). Now, ESSA includes EL progress in as a component of the larger school accountability system. The EL progress component measures English Learners' progress in acquiring proficiency in English. Students are counted as showing progress based on one of the following two pathways:

- Demonstrating adequate growth on WIDA ACCESS
- Demonstrating English proficiency on WIDA ACCESS (performance level of 4.8 or higher)

Adequate growth is a metric describing the percent of students on a path to becoming proficient, or to toward maintaining proficiency, within a specific timeframe. For further details on adequate growth, please review the Growth Component section of this document.

Example of EL progress calculation for three students

Student Performance Example	Performance Level Earned	Met English Proficiency?	WIDA ACCESS Growth Score	WIDA ACCESS Growth Target	Met Adequate Growth?	Met English Learner Progress (Met Proficiency / Adequate Growth)?
Student A	5	Yes	32	41	No	Yes
Student B	3	No	61	55	Yes	Yes
Student C	2	No	40	65	No	No

The growth component includes data from the:

- assessments of WIDA ACCESS
- grades of 3-12
- only the overall score of WIDA ACCESS

The WIDA Alternate ACCESS assessment is not included as growth scores cannot be calculated for that assessment due to the small number of students taking it. Only the overall WIDA ACCESS score is used in these calculations. In order for a WIDA ACCESS score to be included, a student must have valid results in all four domains assessed (listening, speaking, reading, and writing).

Unlike the other components, the EL Progress component is not disaggregated by subgroup as it only applies to English Learner students. However, as with other components, only Full Academic Year students are included.

To emphasize the importance of assessing at least 95 percent of students, schools with participation rates below 95 percent will have their EL Progress rates adjusted (multiplied by the participation rate). An example of this is shown in the table below. The English Learner (EL) student group had a participation rate (i.e., Percent FAY Tested) of 90 percent. Therefore, their Percent Meeting Progress Rate is multiplied by their participation rate to get their Participation Adjusted Progress rate of 45 (90% x 50%).

Student Group	% FAY Tested	% Meeting Progress	Participation Adjusted Progress	% Target Met Proficiency (Target 59.26)
English Learners	90%	50%	45%	74.94%

Assessment Participation Components

There are two subcomponents within the accountability system. Both subcomponents function in the same manner; however, they cover different assessments. One of these subcomponents covers participation in the content area assessments (currently M-STEP, MI-Access, PSAT 8/9, and SAT) and the other covers participation in the English language proficiency assessment (WIDA ACCESS for ELLs and WIDA Alternate ACCESS).

The Assessment Participation components aggregate assessment participation across assessments, grades, and content areas. They are unique in that they are the only components not explicitly required by ESSA (Sec. 1111)(c)(4)(B). However, ESSA (Sec. 1111)(c)(4)(E) requires assessment participation to be part of the system calculations. Therefore, for the sake of compliance and transparency, and to make the Index System data more actionable, Michigan has decided to include Assessment Participation as two top-level components of the Index System. The data in these components are sourced from the 2021-22 school year.



The individual component weightings

Participation Component	Weight in Overall System
Content Area Participation	2%
English Learner (EL) Participation	1%

Summative Content Area Participation

The Content Area Participation subcomponent accounts for a base 2 percent of the overall index and aggregates student participation on the required content area assessments (currently M-STEP, MI-Access, PSAT 8/9, and SAT) used to determine results within the proficiency and growth components. These assessments are required to be administered to all students in grades 3-8 and 11/12. Schools with 30 or more students in grades 3-8 and 11/12 are expected to test at least 95 percent of students enrolled in these grades.

English Learner (EL) Participation

The English Learner (EL) Participation subcomponent accounts for a base 1 percent of the overall index and aggregates student participation on the required English Language Proficiency assessment (WIDA ACCESS or WIDA Alternate ACCESS). This assessment is required

to be administered to all English Learner (EL) students in grades K-12. Schools with 30 or more EL students in grades K-12 are expected to test at least 95 percent of their enrolled K-12 EL student population.

Component Weights

Federal law requires that the components of Proficiency, Growth, English Learner (EL) Progress, and Graduation Rate as a group be given significantly more weight than the School Quality/Student Success component. To fulfill this requirement, the Michigan School Index System includes the component weightings shown in the table below. When a component is missing (i.e., does not have enough data to be included) its weight is redistributed proportionally to the remaining components. This allows the remaining components to retain their relative weight to one another. It also preserves the value placed on that component by the extensive stakeholder feedback that aided in the development of this system.

Component	Weight in Overall School Index Value
Growth	34%
Proficiency	29%
School Quality/Student Success	14%
Graduation Rate	10%
English Learner Progress	10%
General Assessment Participation	2%
English Learner Participation	1%



Overall School Index Value

The component weightings are used to combine individual component results into an overall 0-100 index for each school and for each of the school's student groups that meet minimum student counts, which is used to determine ESSA categories of support. Points used in the overall index are calculated by multiplying the component index (percent of the target met) by the component's weight. Points from each component are then summed to create an overall index value:

$$(Component\ Index\ Target\ Met) \times (Component\ Weight) = Component\ Weighted\ Points$$

$$Sum\ (Components'\ Weighted\ Points) = Overall\ School\ or\ Student\ Group\ Index$$

Example Overall School Index Calculation

Component	Composite Value (% Target Met)	Component Weight	Weighted Index
Growth	80.00	34.00	27.20
Proficiency	50.00	29.00	14.50
School Quality/Student Success	90.00	14.00	12.60
Graduation Rate	90.00	10.00	9.00
English Learner Progress	60.00	10.00	6.00
General Assessment Participation	100.00	2.00	2.00
English Learner Participation	100.00	1.00	1.00
Overall School-Level Index Value:			72.3



Calculating Index Results

Overview

The Michigan Index System is designed not only to fulfill the ESSA requirements to identify specific categories of schools, but also to provide a diagnostic tool all schools can use to identify the areas where they are performing well and those areas in need of further support. To that end, the Michigan Index System provides 0-100 indices for four levels:

- the building overall
- each student group
- each component
- each combination of student group and sub-element (content area, graduation cohort, or subcomponent) within each component

This section details the process of how overall building and student group indices are calculated. A one-page flowchart visually representing this process also available in Appendix B of this document.

Calculation Process

The process to calculate indices for each of these four levels has five stages:

- gather component data
- calculate indices for each combination of student group and sub-element (content area, graduation cohort, and subcomponent) within each component
- calculate component-level indices
- calculate component weights
- calculate overall index

Gather Component Data

First, the data for each of the system's seven components must be collected. These components are:

- Growth
- Proficiency
- School Quality/Student Success
- Graduation Rate
- English Learner (EL) Progress
- General Assessment Participation
- English Learner Participation

School Quality/Student Success has five subcomponents:

- K-12 Chronic Absenteeism
- K-8 Access to Arts/Music/Physical Education (PE)
- K-8 Access to Librarians/Media Specialists.
- 11/12th Advanced Coursework
- Postsecondary Enrollment of Prior Grade 12 Students

Calculate Indices for Each Combination of Student Group and Sub-Element

Once the data for all components are collected, indices are calculated for each combination of student group and sub-element (content area, graduation cohort, or subcomponent) within each component.

This is done by taking the component measure and dividing that value by the component target. For example, in the table below the Participation

Adjusted Proficiency for the Black/African American student group is 50 percent. The target value is 60 percent, so the index for that student group is 83.33 percent (50/60).

Please note that the participation adjustment described earlier for Growth, Proficiency, and EL Progress is applied at this step. Participation adjustments are applied to any combination student group and content area having a participation rate of less than 95 percent.

Example Proficiency Student Group and Content Area ELA Index Calculation

Student Group	% FAY Tested	% Proficient	Participation Adjusted Proficiency	Index (% Target Met) Target = 60%
All Students	96%	50%	50%	83.33%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	96%	50%	50%	83.33%
Hispanic/Latino	-	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White	90%	50%	45%	75.00%
Economically Disadvantaged	95%	50%	50%	83.33%
English Learners	-	-	-	-
Students with Disabilities	96%	50%	50%	83.33%



Calculate Component Indices

After indices for each combination of student group and sub-element (content area, graduation cohort, or subcomponent) are calculated, they are rolled up to component indices, both for the building overall and for each student group.

Calculate Student Group Component Indices

First, within each student group, any sub-elements (content area, graduation cohort, or subcomponent) are combined to get a single index for the student group.

The process for combining sub-elements varies for each sub-element is the following:

- **Content areas** are combined by a weighted average based on the number of tests taken in each content area (shown in the table below).
- **Graduation cohorts** are combined by a weighted average based on the policy weights assigned to each cohort. Weights are proportionally redistributed for missing cohorts.
- **Subcomponents** are combined by a weighted average based on the policy weights assigned to each subcomponent. Weights are proportionally redistributed for subcomponents.

Example Proficiency Student Group Index Calculation

Content Area	Content Area Index (% Target Met)	Total Tests Taken in All Content Areas	Tests Taken in This Content Area	Content Area Weight	Weighted Points
ELA	75.00	1,000	490	49.00	36.75
Math	80.00	1,000	510	51.00	40.80
Student Group Overall Proficiency Index					77.55

Calculate a Single Index for the Component

A building component index is then calculated by taking the unweighted average of all student group indices within the component.

Example Proficiency Building Index Calculation

Student Group	ELA	Math	Combined
All Students	83.33%	92%	87.67%
American Indian/Alaska Native	-	-	-
Asian	-	-	-
Black/African American	83.33%	88%	85.67%
Hispanic/Latino	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-
Two or More Races	-	-	-
White	75.00%	80%	77.55%
Economically Disadvantaged	83.33%	74%	78.76%
English Learners	-	-	-
Students with Disabilities	83.33%	76%	79.67%
Building Overall Proficiency Index			81.86%

Calculate Component Weights

Once index values have been calculated for all available components, weights need to be applied to each component. Schools that do not have all components will have weights from the missing components proportionally redistributed to the school's existing components. The following table shows a few examples of how weights are redistributed for missing component scenarios:

Example Weighting Cases

Component	Example 1: Component Weighting with All Available	Example 2: Component Weighting with No Graduation Rate	Example 3: Component Weighting with No Graduation Rate or EL Progress
Growth	34.00%	37.78%	42.50%
Proficiency	29.00%	32.22%	36.25%
School Quality/Student Success	14.00%	15.56%	17.50%
Graduation Rate	10.00%	n/a	n/a
EL Progress	10.00%	11.11%	n/a
General Assessment Participation	2.00%	2.22%	2.48%
English Learner Participation	1.00%	2.22%	1.28%



Calculate the Overall Index

The last step is calculating a weighted index value for each component and summing the results. This is done both for the building overall and for each student group. The table below provides an example of calculating a weighted index value and summing the results:

Component	Component Value (% of target met)	Component Weight	Weighted Index Value
Growth	80.00	34.00	27.20
Proficiency	50.00	29.00	14.50
School Quality/Student Success	90.00	14.00	12.60
Graduation Rate	90.00	10.00	9.00
EL Progress	60.00	10.00	6.00
General Assessment Participation	100.00	2.00	2.00
English Learner Participation	100.00	1.00	1.00
Overall Index:			72.30

Long-Term Goals & Component Targets

ESSA requires states to set long-term goals for their state-wide accountability systems. To aid in the process, Michigan has set targets for each component in the Index System. These targets are set at the value of the 75th percentile for that component in the baseline year (2016-17). This sets challenging but achievable component targets. This is because, by definition, 75 percent of schools are not yet fully meeting the target (challenging) but 25 percent of schools are already meeting the target (achievable).

Michigan's long-term goals are set using the component targets as anchors. These long-term goals are to increase performance in each component so that the statewide average in 2024-25 will be at or above that component's target (i.e., the value of the 75th percentile from the baseline year [2016-17] for that component). The endpoint of 2024-25 is chosen to align the ESSA long-term goals with Michigan's Top 10 in 10 goals.

Long-term goals and component targets will remain constant up through 2024-25 unless changes in source data or components used require these targets to be reset.

The table on the following page gives the baseline statewide average and the target/long-term goal for each component of the Michigan School Index System.

Component	Baseline (2016-17) Statewide Average	Component Targets (2016-17 75th Percentile) & Long-Term Goal Statewide Average (2024-25)
Proficiency – ELA	49.14%	60.00%
Proficiency – Math	37.55%	47.55%
Growth – ELA	49.99%	57.92%
Growth – Math	43.49%	50.70%
Graduation – 4-year	79.79%	94.44%
Graduation – 5-year	81.99%	96.49%
Graduation – 6-year	81.25%	97.00%
English Learner Progress	46.41%	59.26%
School Quality/Student Success – On-Track Attendance	87.41%	92.37%
School Quality/Student Success – Advanced Coursework	27.96%	49.82%
School Quality/Student Success – Postsecondary Enrollment	62.50%	74.10%
School Quality/Student Success – K-8 Access to Arts and Physical Education	198.4:1	145.00:1
School Quality/Student Success – K-8 Access to Librarians and Media Specialists	8312.50:1	8312.50:1



School Identification for Supports

Michigan's approved Every Student Succeeds Act (ESSA) plan provides three support categories for Michigan Schools – Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS). Michigan uses its School Index accountability system to identify schools for support.

Michigan schools can be identified for CSI through one of four ways:

- The school is in the bottom 5% of schools in Michigan via an Overall School Index value
- Is a high school with a four-year graduation rate of 67% or less
- Was in a CSI cohort but did not meet CSI exit criteria
- Was in an ATS cohort but did not meet ATS exit criteria and so supports are elevated to CSI

Schools are identified for CSI once every three years. New CSI identifications and exits are delayed until Fall 2022 and will be based on 2021-22 data. Schools identified for CSI shall, in partnership with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes. To exit CSI, a school must no longer meet CSI entrance criteria and must improve proficiency in both Math and ELA for two years, as calculated on the School Index (minimally 0.01 percentage point improvement).

Michigan schools can be identified for TSI through the following criteria:

- The school has one or more student subgroups consistently underperforming across components (bottom 25% for each component applicable to that student subgroup in Michigan's School Index system)

Schools are identified for TSI every year. However, during the pandemic, new identifications were not run. Michigan will return to identifying schools for TSI in fall 2022, using 2021-22 data. ESSA requires that schools identified for TSI shall, in partnership

with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the TSI identification. All districts with schools identified for TSI are eligible for MDE supports in creating, implementing, and monitoring an improvement plan. Districts are responsible for developing exit criteria and a timeline for their school(s) identified for TSI. The criteria should be aligned to the school's TSI plan and should be designed to address the underlying needs of the identified student group(s).

Michigan schools are identified for ATS through the following criteria:

- The school has one or more student subgroups consistently underperforming across components (bottom 25% for each component applicable to that student subgroup) AND
- One or more student subgroup(s) overall are performing like a bottom 5% school

Normally, Michigan intends to identify schools for ATS once every six years. However, the United States Education Department (USED) is requiring Michigan to shorten the current ATS cohort. The first ATS cohort was identified in Spring 2019, based on 2017-18 data. USED is requiring Michigan to produce the next round of ATS entrance and ATS exits in Fall 2022, using 2021-22 data. ESSA requires that schools identified for ATS shall, in partnership with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the ATS identification. To exit ATS a school must, for the identified student subgroups, no longer meet the ATS entrance criteria, and, for the identified student subgroups, improve proficiency in both math and ELA for two years as calculated on the School Index (minimally 0.01 percentage point improvement). Schools identified for ATS but not meeting ATS exit criteria at the end of the ATS cohort cycle will be identified for CSI.

Index System Preview Window

A courtesy preview window of the Michigan School Index System will open to authorized users in [MI School Data](http://www.mischooldata.org) (www.mischooldata.org) in Fall 2022. The Michigan School Index System will be publicly released on www.mischooldata.org later in Fall or Early Winter 2022. For instructions on how to become an authorized MI School Data accountability user, please see the Index System Access section of this document.

Accountability Components

Below is a list of the various components of the Michigan School Index System and their associated source collection or verification system.

Component	Agency	Collection/Verification System(s) Used
Assessment Data (Proficiency, Growth, Progress, Participation)	MDE/Office of Assessment & Accountability	OEA Secure Site
Enrollment and Demographic Data	CEPI/MDE/Office of Assessment & Accountability	MSDS, OEA Secure Site
Graduation and Attendance Data	CEPI	MSDS
Staff Data	CEPI	MSDS, REP
Student Course Data	CEPI	MSDS-TSDL, CTEIS, Student Transcript and Academic Record Repository(STARR)
Postsecondary Data	CEPI, National Student Clearinghouse (NSC)	STARR, NSC



Index System Access

OEAA Secure Site Access

The Michigan School Index System preview window will open to authorized users in [MI School Data](http://www.mischooldata.org) (www.mischooldata.org), in fall 2022.

Please review the table below to help you determine if you will need additional access or to have a new MI School Data account created.

If your current status is . . .	The action you should take is . . .
I HAVE an existing user account on MI School Data and will NOT NEED access to student-level accountability data files or the ability to submit accountability issues.	No further action.
I HAVE an existing user account on MI School Data and DO NEED access to student-level accountability data files or the ability to submit accountability issues.	Contact your ISD Accountability Administrator to have the “Accountability User” role added to your existing account.
I DO NOT HAVE a user account on MI School Data and will NOT NEED access to student-level accountability data files or the ability to submit accountability issues.	Contact your ISD Technical Contact to have a general MI School Data district or school user account created.
I DO NOT HAVE a user account on MI School Data and DO NEED access to student-level accountability data files or the ability to submit accountability issues.	Contact your ISD Accountability Administrator to have a MI School Data “Accountability User” account created.

Please note that OEAA Secure Site user accounts will not provide access on MI School Data.

For those needing access to student-level accountability data files, the ISD Accountability Administrator for your region in the link above has been designated to support local-level access to accountability information on MISchoolData.org. MDE will not be collecting security forms nor granting access to school or district users. This responsibility lies with your local ISD.

Public Access

After the secure preview window, the Michigan School Index System will be publicly released on [MI School Data](http://www.mischooldata.org) (www.mischooldata.org) in late fall or early winter.



Additional Resources

For additional resources supporting and describing the Michigan School Index System, visit the [MDE Accountability website](http://www.mi.gov/mde-accountability) (www.mi.gov/mde-accountability). Specifically, review the document “2021-22 Michigan School Index System Resource Toolkit,” which provides a list and description of the resources supporting the system.

Contact Us

For questions or concerns, please contact MDE accountability unit at 877-560-8378, option 3 or by emailing MDE-Accountability@michigan.gov.



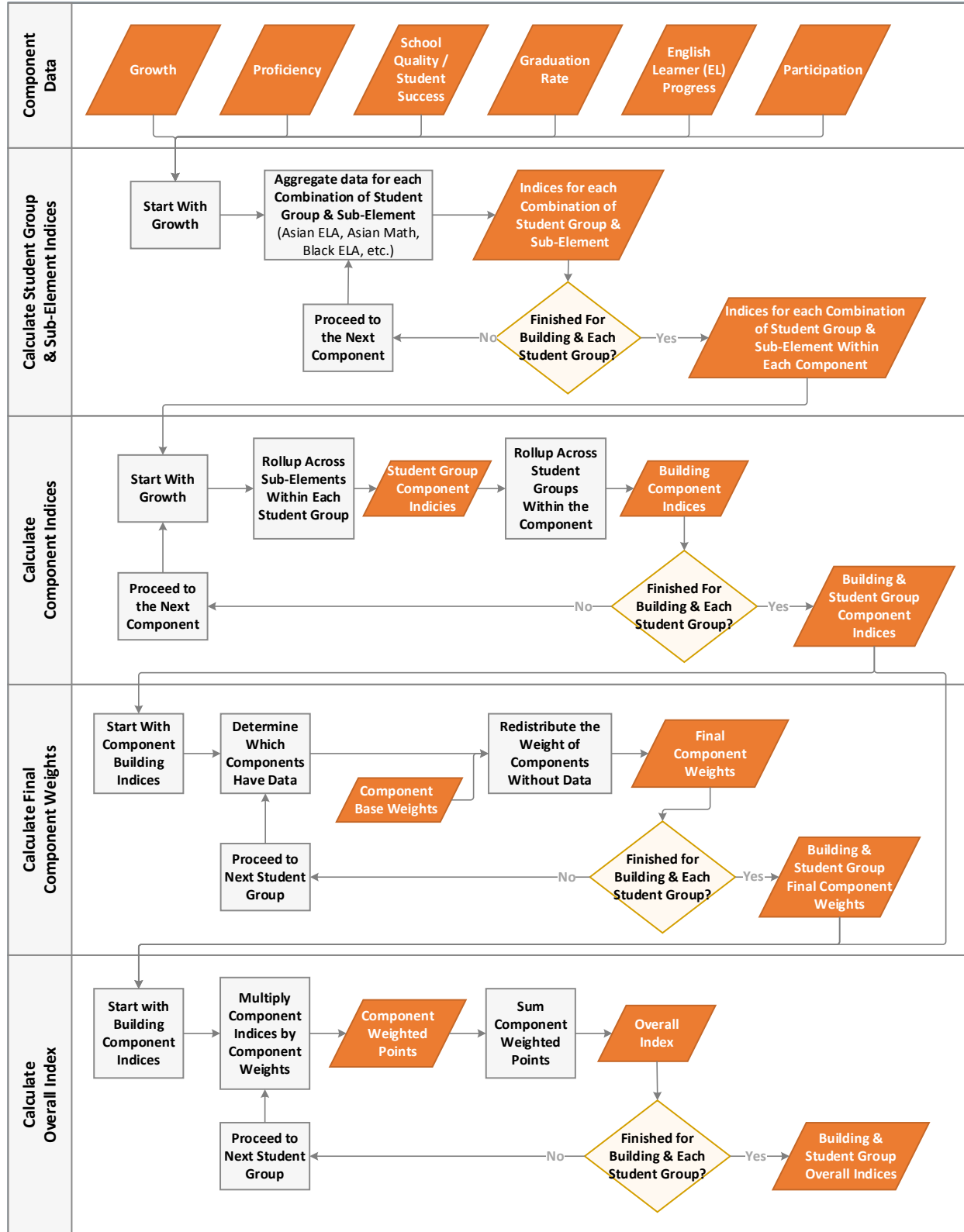
Appendix A – Display Mockup

Michigan School Index System Display mockup of what will be published on MISchoolData.org.

The screenshot displays the MI School Data website interface. At the top, the logo for MI School Data is shown, along with navigation links for Connections, Education Map, Support, and Sign In. Below the header, there are tabs for Dashboards & Education Focus Areas, Early Childhood, K-12 Grade, Student Subgroups, Postsecondary, and Workforce. The main content area is titled "School Index" and includes a breadcrumb trail: K-12 Grade > School Accountability > School Index. A "Share" button is visible in the top right corner. The page content is organized into several sections:

- About this Report:** Includes a "Download/Print" button and a "Find a School" button.
- School Overview:** Features a "School Year" dropdown menu set to "2021-22" and a note stating: "School Index data are not available for 2019-20 and 2020-21 due to the waiver of federal accountability reporting requirements."
- Performance Indicators:** A grid of eight tiles, each with an icon, a title, a value, and a "View More" link:
 - Overall Index:** 100.00 (Icon: Checkmark)
 - Growth Index:** 100.00 (Icon: Arrow pointing up)
 - Graduation Rate Index:** N/A (Icon: Graduation cap)
 - School Quality and Student Success Index:** 100.00 (Icon: Medal)
 - Support Category:** Universal Support (Not Identified for CSI, AT S, or TSI) (Icon: Exclamation mark)
 - Proficiency Index:** 100.00 (Icon: Bar chart)
 - English Learner Progress Index:** N/A (Icon: Speech bubble)
 - Assessment Participation Index:** Assessment Participation: 100.00; English Learner Participation: N/A (Icon: Pencil and paper)

Appendix B – Index Calculation Flowchart





Contact Us

The Office of Educational Assessment and Accountability is responsible for producing the Michigan School Index System. We are happy to answer any questions or concerns you may have.

Phone: 877-560-8378

Email: mde-accountability@michigan.gov